

Key Stage 1

Summer Term

Cycle A

Dungeons and Dragons



Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation/ Autumn term assessments
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year						KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6.						
Spring	Number: Place Value (within 20) (Multiples of 2, 5, 10 to be included)			Number: Addition and subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5, 10 to be included)		Measurement : Length and Height	Measurement : Weight and Volume	Consolidation/ Spring term assessments	
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10.						
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation/ Summer term assessments
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10.						

Years 1/2 Mixed age planning – Yearly Overview													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value (Year 1 within 10)				Number: Addition and Subtraction (Year 1 within 10)					Geometry: Properties of Shape (Year 1 one week)			
<p>On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals,</p> <p>KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6. KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: x2 and ÷ 2 facts</p>													
Spring	Year 1 Number: Place Value (within 20) Year 2 Measurement: Money		Year 1 Number: Addition and Subtraction (within 20) + Place value to 50 Year 2 Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature (Year 1 Volume) Year 1 Number: Multiplication and Division Week 11 and 12			
<p>On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions</p> <p>KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10. KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: x10 and ÷ 10 facts</p>													
Summer	Number: Fractions			Year 1 Place value to 100 (Week 5) Measurement: Time		Year 1 Money Year 2 Statistics		Geometry: Position and Direction		Consolidation			
<p>On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions</p> <p>KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10. KIRFs Summer 1: Time KIRFs Summer 2: x5 and ÷ 5 facts</p>													

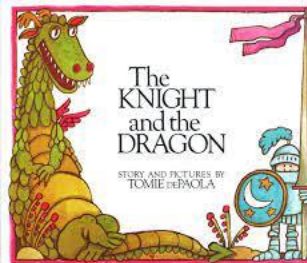
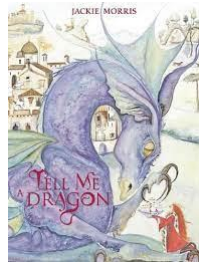
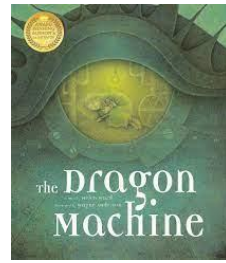
Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value				Number: Addition and Subtraction					Geometry: Properties of Shape			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals, KIRFs: Wednesdays													KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: x2 and ÷ 2 facts
Spring	Measurement: Money		Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays													KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: x10 and ÷ 10 facts
Summer	Number: Fractions			Measurement: Time			Statistics		Geometry: Position and Direction		Consolidation		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays													KIRFs Summer 1: Time KIRFs Summer 2: x5 and ÷ 5 facts



Milverton English Thematic Map-Year 1/2 Cycle A – Summer Term – Dungeons & Dragons

Motivational Core Texts:



Various non-fiction texts – Dragons & Castles

Main Genres:	Genre Success Criteria:
Instructions: To Explain (How a dragon machine works)	<ul style="list-style-type: none"> Title explains what the instructions are for. 'What you need' box lists materials in order Short, clear, sequenced steps ('first' 'then' 'next') Numbered instructions in the right order Imperative (bossy) verbs in the present tense to begin each instruction Adverbs Diagrams linked to instructions
Advert: To Persuade (For a castle worker)	<ul style="list-style-type: none"> Statements, questions and exclamations Superlatives (biggest, fastest, greatest, best!) Descriptive language
Poetry: To Entertain (Knight and Dragon poetry)	<ul style="list-style-type: none"> Sensory Simile / comparative Alliteration Repetitive text Pattern in words / shape / rhythm Simple rhyming pairs Rhyme at end of line
Explanations: To Explain (All about Castles, How a Dragon Machine Works and Dragon Spotting (Y2))	<ul style="list-style-type: none"> Title may be a question - may begin 'how' or 'why'. Text answers the title question Logical, explanatory steps (can be chronological) Diagrams Present tense Causal connectives Technical/lexical vocabulary
Lists and Letters: To advise (to aid Georges troublesome dragon problem)	<ul style="list-style-type: none"> Date on the top right Address, if appropriate Informal greeting (Dear Mum) Informal sign off (Lot of love etc.)
Non chronological report: To Inform (Dragons, How Castles Began)	<ul style="list-style-type: none"> Title Group into specific categories 3rd person Often present tense e.g. whales are large Use facts. May have sub-headings/key questions Technical vocabulary
Narrative – To Entertain (Story ending of dragon machine)	<ul style="list-style-type: none"> Beginning, middle and ending Opening includes a description of the setting and introduces character(s). Sensory description (see, hear, smell, touch, taste) Powerful verbs, adjectives and similes



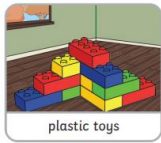
Milverton Primary School Knowledge Map – Year 1/2, Science, Cycle A, Summer 1 & 2 Dungeons and Dragons



Key Vocabulary

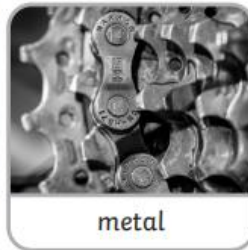
Object	A thing that can be used. For example a door, chair, car and table are all objects
Material	Materials are what an object is made from
Properties	How we can describe what materials act or look like

Objects



Properties

Hard	Not easily broken or bent
Soft	If something is soft, it is easy to cut, fold or change the shape of
Shiny	Reflects light easily
Dull	Doesn't reflect light easily. Doesn't look bright or shiny
Transparent	Able to see through
Opaque	Cannot see though it – light does not pass through it
Waterproof	Keeps water out and keeps things dry
Smooth	No lumps or bumps
Absorbent	Soaks up liquid
Bendy	Bendy things can be bent easily into curved or folded shapes



Materials





Y12 Computing – Cycle A, Summer Term 1 and 2 (Turtle Logo)



Key Vocabulary

Algorithm	A set of instructions given in order to control a computer
Command	An order given to a computer
Debug	Identifying and fixing a mistake in an algorithm

Useful commands

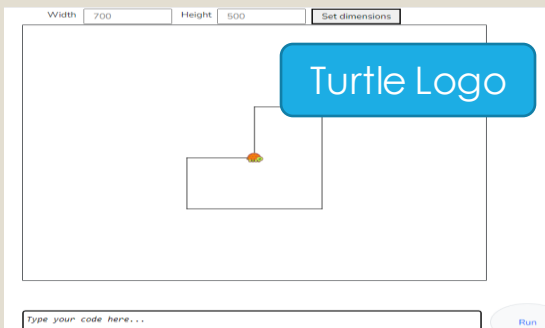
Rt – right

Lt – left

Fd – forward

Rt 90 / Lt 90 – shows the degree turn

Fd 100 – shows the movement forward



Software: Turtle Logo is a free online software that you can use to practice simple programming skills.

Key Concept: Coding and Programming

Creating Algorithms

You can type your algorithms in the command box below the display. So you don't have to write long strings of sentences, you can use shortened versions, e.g 'rt' instead of 'right'

Debugging

It's easy to spot mistakes if you only work one step at a time. The programme will tell you if your algorithm is typed incorrectly.

Testing and Predicting

If you want your Turtle to draw a square, then you can repeat the same turn and direction algorithm four times. This means that if we wanted the Turtle to draw a pentagon, we could repeat the turn and direction instruction five times.



Milverton Primary School Knowledge Map – Year 1 and 2, History, Cycle A, Summer 1 and 2 Dungeons and Dragons



Main events and Location

A castle helped the lord or king to control his land and protect his family and riches from invading enemies. Most castles were built on hills and had high walls and tower.



The first castles were made of wood but these were easy to burn down.



Later castles were built using stone so they were stronger and harder to attack.



Warwick Castle is a medieval castle developed from a wooden fort. It was built by William the Conqueror in 1068. The original wooden built motte and bailey was rebuilt in stone in the 12th century.

Society – jobs in a castle

The Lord and family
knight
Cook
Gardener
Candlemaker
Carpenter
Marshal
Herald
Messenger
Watchman

Settlements -Parts of a castle



1. keep
2. motte
3. bailey
4. curtain wall
5. gatehouse

Vocabulary

bailey	The courtyard or flat ground inside the outer wall of the castle
castle	A strong large building where the people inside can be protected
Curtain wall	The outer wall that protects a castle
dungeon	A dark,damp underground jail
gatehouse	Th entrance to a castle
keep	The strong, central tower of a castle
knight	A soldier on horseback in the medieval times
Lord/lady	A person who rules over others
Moat	A deep ditch dug around a castle filled with water
Motte	A small hill in the middle of the castle on which a keep is built
shield	A piece of armour worn or carried on the arm to protect
dungeon	A dark,damp underground jail

Written sources and artefacts

Warwick castle visit



Key vocabulary

Continent A continent is a large area of unbroken land. There are seven continents in the world: Europe, Asia, Africa, Australia, North America, South America and Antarctica.

The United Kingdom – The kingdom of England, Scotland, Wales and Northern Ireland.

Physical features Things that have occurred naturally, such as: rivers, forests and seas.

Rural – Small settlements with a low population. They tend to be close to the countryside.

Urban – A built up human settlement like a town or a city.

Local Landmark – Something that is significant to that a local area.

Key questions and answers

What are the differences between cities, towns and villages?

What famous landmarks can you find in the United Kingdom?

Famous Landmarks of The United Kingdom

The Giant's Causeway



Loch Ness



Snowdon



Seven Sisters Cliffs



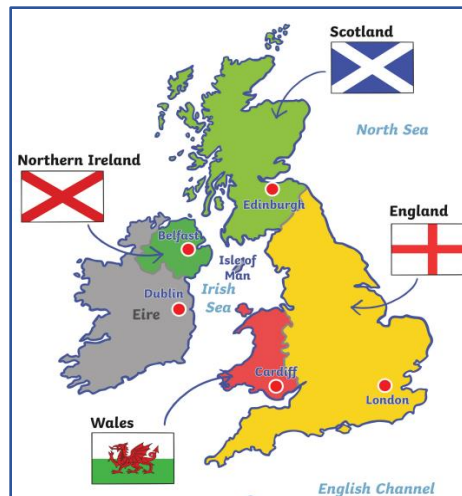
Stonehenge



Warwick Castle



Names and locations



Map of Leamington Spa





Milverton Primary School Knowledge Map – Year 1 and 2, RE, Cycle A, Summer – Dungeons and Dragons



Who is a Muslim and what do they believe?

- . Discuss what key beliefs Muslims have and how they demonstrate their faith.
- . Recognise objects that are used by Muslims and why they are important.
- . Identify ways that Muslims celebrate Ramadan and Eid.
- . Retell a story about the prophet Muhammad.

Key concepts – Rules of Living:

What do Muslims believe?

Muslims believe in one god called Allah and follow the five pillars of Islam.

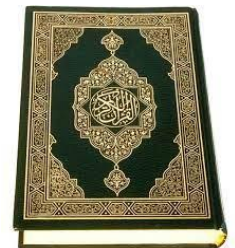
Key Vocabulary

Allah	The Arabic word for God.
Shahada	The Muslim declaration of faith.
The Qur'an	The Islamic sacred text
Ramadan	A holy month of worship where Muslims fast during the daylight hours.
Eid al - Fitr	The celebration of the end of Ramadan.
Muhammad	The prophet of Islam who was the messenger of Allah.
Mosque	A place of prayer for Muslims.
Mecca	A holy city in Saudi Arabia and the birthplace of the prophet Muhammad.

Mecca



The Qur'an



Mosque



Shahada

The declaration of faith.
"There is no God except Allah, and Muhammad is the messenger of Allah."

Prayer

Muslims pray five times a day to keep them connected to Allah.

Zakah

Giving money to the poor. Muslims believe it is their responsibility to help people.

Fasting

Muslims fast during the month of Ramadan. They do not eat or drink during the day.

Pilgrimage

Muslims go on a pilgrimage or 'Hajj' to Mecca in Saudi Arabia at least once in their lifetime.



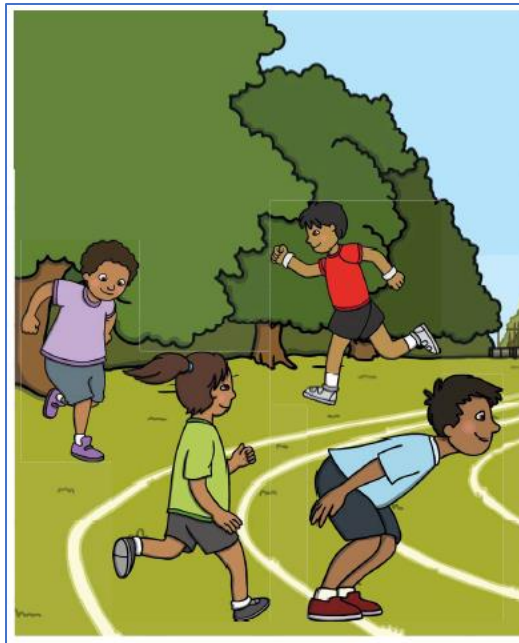
Milverton Primary School Knowledge Map

PE – Athletics Cycle A – Summer 1 Years 1&2 : Dungeons and Dragons



Key Skills

Hop	To jump, taking off from one foot
Jog	To run at a steady, gentle pace over a long distance.
Land/Landing	To come down through the air and rest on the ground
Long Jump	Athletic event where performers jump the longest jump
Pathway	A direction of travel, curved or straight around a running track
skip	To jump with a hop, taking off from one foot and landing on another
Sprint	To run at full speed over a short distance
Take off	Beginning of a jump where you launch from the ground into the air
Triple Jump	Include a hop and a skip before a jump take-off



Vocabulary

Co-ordination
Strength
Speed
Flexibility
Warm Up
Cool Down

Health and Safety

- Exercise in a safe space, be mindful of others.
- Keep your head up and know what is around you.
- Warm up properly.
- Make sure liquids are kept away from the dance area.
- Bend your knees when landing any jumps.
- Hair should be tied back.
- Jewellery should be removed.
- Appropriate clothing and footwear should be worn.





Milverton Primary School Knowledge Map

PE – Dance: Zog Cycle A – Summer 2 Years 1&2 : Dungeons and Dragons



Key vocabulary

Balance - the ability to hold your body upright and steady without falling down. This could be sitting, standing, walking or running.

Co-ordination - Different parts of your body working together.

Travel – Moving from one place to another.

Movement pattern – Repeating a sequence of movements.

Unison - Performing exactly the same movements with a partner or group at the exactly the same time.

Canon effect - Performing the same action one after another.

Motif – A group of movements related to a theme.

Sequence – Performing different movements one after another.

Timing – Moving in time to music, following the beat.

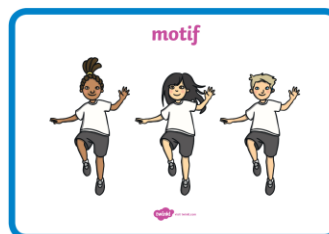
Evaluate - Looking for the things that the person is doing well and the things that they could improve



unison



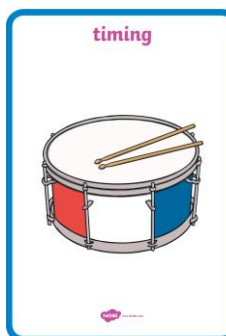
canon



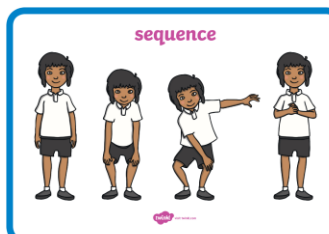
motif



travel



timing



sequence

Motif and Links

In this unit, you will be creating several dances based on the book Zog by Julia Donaldson and Axel Scheffler.

You will master a variety of basic movement patterns, develop balance, agility and co-ordination and perform dances using simple movement patterns.



Health and Safety

- Exercise in a safe space, be mindful of others.
- Keep your head up and know what is around you.
- Warm up properly.
- Make sure liquids are kept away from the dance area.
- Bend your knees when landing any jumps.
- Hair should be tied back.
- Jewelry should be removed.
- Appropriate clothing and footwear should be worn.

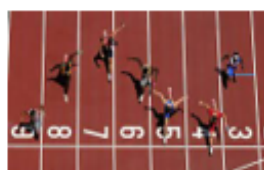


Music

Sun, Soldier Ants, Ebb and flow, Predators, Take Flight, Into Battle by Dance Notes

Milverton Primary School – Year 1 & 2 – Spring Cycle A

Knowledge Organiser - Physical Education

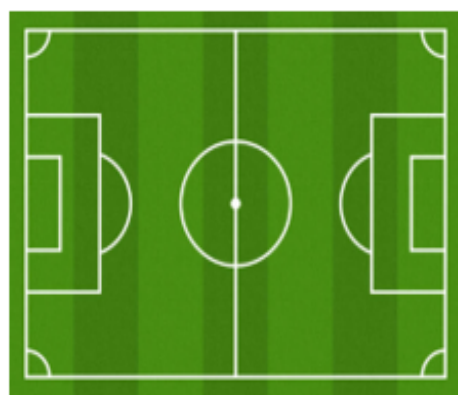
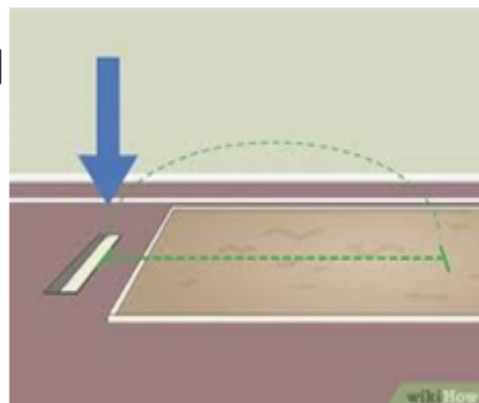


Indoor Athletics Invasion - Football

Key Vocabulary

Indoor Athletics	Football
Start and Finish	Foul
Sprint	Football
Javelin	Dribble, Pass, Control and Shoot
Standing Long Jump	Header

Key Knowledge – Coaching Points					
Indoor Athletics	Throwing		Running		Jumping
	<ul style="list-style-type: none"> Stand sideways on with your throwing arm drawn back Twist at the hips to get the most power Move your throwing arm across your body after you have let go of the object 		<ul style="list-style-type: none"> Sprint events ask runners to go as fast as they can Try to drive knees upwards and take long strides Pump your arms to help you move faster 		Standing Long Jump <ul style="list-style-type: none"> Swing your arms to help you jump further Bend your knees and spring forwards Move forwards after landing
Football	Send & <u>Receive</u>	Attack and <u>Defend</u>	Moving	Scoring	Tactics and Rules
	<ul style="list-style-type: none"> Pass to the receiver Pass with the inside of the foot Draw back the leg, connect with the ball in the middle of the ball Control with the inside of the foot and push the ball just in front of your feet 	<ul style="list-style-type: none"> Move up the pitch to get closer to the goal to score Pass or run with the ball to move up the pitch Move into free space towards the <u>opponents</u> goal Stand in front of an attacker with the ball and make it hard for them to pass or shoot 	<ul style="list-style-type: none"> Run when without the ball Run with the ball by doing small taps with the foot Change direction by moving the ball in another direction 	<ul style="list-style-type: none"> Kick or head the ball into the <u>opponents</u> goal to score A goal is 1 point The <u>goal keeper</u> can use their hands to save the ball and pick it up 	<ul style="list-style-type: none"> The game starts with a pass from the centre circle Pass and then move to a better position to get the ball back Don't foul by kicking or pushing your opponent The ball stays inside the lines





Milverton Primary School Knowledge Map – 1/2 D&T Summer Term – Evaluate and Improve (catapults)



Key Concept: Design, Make, Evaluate and Improve

Research

Catapults are used to throw objects long distances.

There are three main types:

The Ballista

Like a giant crossbow. This shoots sharpened logs or large stone balls. Ropes were twisted to create tension and then a rope pulled back and let go to release the weapon.



The Mangonel

The mangonel consists of an arm with a bowl-shaped bucket attached to the end. The mangonel was best suited for launching projectiles lower down, which was useful for destroying walls.



The Trebuchet

The trebuchet has a basket filled with heavy rocks. This acts as a counterweight for the other end, which is usually filled with one large rock. When the arm is released, the heavy basket swings down and the arm swings up, launching the rock far and fast.



Key vocabulary

Catapult	A catapult was a simple machine. It was used to throw heavy objects at the enemy with great force.
Counterweight	A counterweight or a counterbalance, is a weight that makes lifting a load faster and easier.
Test	When you have made something, you try it out to see if it works how you want it to.
Evaluate	After you have tested your design, you think about what works well/what has gone well and what could be better. You can also evaluate a project at the end.
Improve	After evaluating, you consider what could be better and make changes to make the design better.

Testing and improving

When you have made your lolly stick catapult, you will **test** it to see if it works and how far your catapult can throw a cube.

You will think about your design and think about if there are any changes you would like to make to **improve** your catapult. Can you make it more stable? Can you make it throw further?

After making any changes, you will re-test your catapult and **evaluate** how your project went.







What went well? What challenges did you face? Would you make any further changes next time?





Milverton Primary School Knowledge Map – Year 1 and 2, Art, Cycle A, Summer 2 Dungeons and Dragons



Vocabulary		
ephemeral	Land art that only lasts a short time	
Colour	Looking at the effects of colour in artwork.	
Texture	The design and looks of different objects.	
pattern	Similarities and repetition in colour or shape	
sculpture	3 dimensional forms (3D)	
Natural or manmade	Made by nature or by a human	
observation	Closely looking at an object	

Collect Ideas

I know how to collect different natural materials looking at size, shape, colour and pattern.

I understand the difference between natural and man made objects.

Master Practical skills: Collage and sculpture

I know how to make a clay model of a natural object.

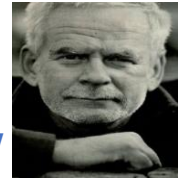
I can talk about nature sculptures.

I know how to observe and make an observational drawing to transform into a natural sculpture.

Significant Artists

Andy Goldsworthy

- British sculptor and photographer
- Land artist
- Uses natural materials to make art
- His artwork is temporary and becomes part of the landscape
- Land art that only lasts a short time is called ephemeral art



Styles and Periods

Land art and Nature Sculpture





Music Knowledge Map – Y1&2, Summer, Cycle A

Dungeons and Dragons



Focus Key Concepts: **Compose** and **Transcribe**

Key Vocabulary:

- Instrument names(drum, tambourine, claves, maracas, bells, triangle, etc)
- Sequence
- Symbol
- Rhythm
- Pulse/beat
- Tempo
- Crotchet, Minim, Quaver



Non – Standard Notation:

- Sounds can be represented by written symbols or patterns –
- Know how to read and play these symbols
- Invent your own symbols
- Use them to write and then play back your composition.

Select and combine sounds:

- Know the names and correct use of untuned percussion instruments
- Recognise short, rhythmic patterns, clap/play them and use them in a chosen sequence
- Chose instruments to play sequence
- Create own composition: a rhythm or chant using short patterns in a sequence and own choice of instruments/voice
- Improvise:
- Use words or phrases to create own rhythm patterns through improvisation

Singing Techniques:

- Posture
- Diction
- Expression
- Contrast e.g. dynamic



Songs to sing and play:

- Castles
- The Dragon Song
- Puff the Magic Dragon
- The King is in the Castle (Sing up)

Audience Techniques:

- Attention
- Respect
- Enjoyment
- Appreciation





Milverton Primary School Knowledge Map – PSHE (RSE)



RSE – My Feelings, Friends and Family



- *Describe different friendships and families.
- *Describe the differences and similarities between boys and girls.
- *Understand the importance of respect and consent.
- *Explore different types of secrets.
- *Celebrate difference.

Key vocabulary:

Mental wellbeing	Feeling safe, happy and calm
Network	Small group of people we can turn to for help
Respect	Looking after ourselves and others whilst celebrating our differences
Early warning signs	Feelings or physical results which let us know we are not ok
consent	Giving our permission

Spring Super Learning Skills (SLS)

PROBLEM SOLVING

Pandora the Porcupine



I can...

- *Use what I have learnt before to help me
- *Think about things in a different way
- *Consider a range of solutions
- *Plan steps
- *Use trial and error
- *Explain and justify my findings
- *Persevere

CREATIVE THINKING

Cara the Chipmunk



I can...

- *Take risks in my learning
- *Look at things from different viewpoints (Thinking Hats)
- *Extend my learning using CREATE
- *Present my learning in unique ways
- *Lead my own learning – using my own ideas